**Task Definition focus for Big 6 - October**

Mrs. Jordan will conduct an overview of Task Definition based on TRAILS assessment scores. She will explain the objective and the overall idea of developing a topic using actual questions from TRAILS. She will also discuss the right answers to questions and why some of the answers students chose were wrong. This will set the stage for beginning Task Definition.

Through mini-lessons and starters, I will work with students on choosing, narrowing, and broadening topics. We will also explore inquiry questions prior to beginning work in the computer lab.

We will become familiar with Task Definition by looking at standards/objectives and by completing (whole class and independently) assignment organizers from The Big 6 based on routine tasks.

After completing an assignment organizer, we will begin working on a research paper based on some aspect of the short story *The Most Dangerous Game* by Robert Connell. We will plan strategies for conducting research, develop inquiry questions, choose and narrow/broaden a topic, and investigate possible sources of information for writing the research paper. We will utilize the research computer lab, and students will keep notes on possible sources and note cards.

We will continue working and move on to #2 in the Big 6 Strategies in November (Information Seeking Strategies)

**Standards/Objectives for Task Definition focus for October**

**College and Career Readiness Anchor Standards for Writing** 9-10.W.7- Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

**NETS-S** 3a. plan strategies to guide inquiry.

4a. identify and define authentic problems and significant questions for investigation.

4b. plan and manage activities to develop a solution or complete a project.

**TRAILS** 1. Develop a topic.

**Competency Standards for Higher Ed (ACRL, 2000) (Performance Indicators)** 1.1 Defines and articulates the need for information.

**Standards for the 21st-Century Learner (AASL, 2007)** 1.1.3 Develop and refine a range of questions to frame the search for new understanding.

1.2.1 Display initiative and engagement by posing questions and investigating the answers beyond the collection of superficial facts.